



**PREVENT Self-Assessment**  
**The Three Schools (Swanbourne CE School, Mursley CE School and Drayton Parslow Village School)**  
**Autumn 2024**

<b><u>Requirement 1 - Leadership and Management</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
<p>School leaders and those responsible for governance are aware of the requirements and recommendations of the Counter Terrorism and Security Act (the Prevent Duty) and the Prevent Strategy upon schools, Pupil Referral Units (PRUs) and Alternative Provision Providers (APPs). They understand their respective roles and carry these out effectively, implementing the Prevent duty in a whole school approach.</p>	1	<p>All Staff PREVENT trained on induction. DSL's updated on a regular basis. SLT attended PREVENT self school assessment webinar (Dec 2023) and will attend again in 2024-2025 for regular updates. Governors have also been trained and will attend/receive additional training in 2024-2025.</p>
<p>The school has an identified strategic Prevent lead who understands the expectations and key priorities to deliver the Prevent Duty and has the authority to make relevant decisions on behalf of their organisation. The identified Lead works with key stakeholders to communicate the Prevent strategy.</p>	1	<p>Mr D May (Executive Head) is DSL and PREVENT Lead. The PREVENT Policy is shared and understood by all staff and on our school website. PREVENT Flowchart is also published.</p>
<p>Leaders and those responsible for governance have a secure understanding of the potential risk in the local area of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideologies.</p>	2	<p>Leaders and Governing Body have a good understanding of this. Information is shared where appropriate (Winslow Liaison Head meetings, NCC Updates). New members of the Governing Body to complete PREVENT training on induction and renew every 2 years.</p>
<p>The school has clear and robust policies and procedures in place for protecting children at risk of radicalisation.</p>	1	<p>Safeguarding policies are clear and transparent. British Values regularly discussed in assemblies. PSHE Curriculum is in place. All Key polices on our school website. Strong culture of Safeguarding understood by all.</p>
<p>Leaders, those responsible for governance and all staff exemplify British Values in their attitudes and behaviours.</p>	1	<p>On-Going culture of promoting British Values across the schools, including School Councils, Sports Leaders, Collective Worship, Assemblies, Charity work and roles of Courageous Advocacy Teams (KS1 and KS2), KS2 House Captains and KS1/KS2 Young Leaders allow pupils to develop further roles for children to fully embed British Values and Christian values/attitudes across the Three Schools.</p>

Leaders, staff and pupils reflect a positive and respectful environment; pupils are safe, they feel safe and understand how to share any concerns.	1	OFSTED rating of Good Schools. All Three Schools work together in terms of strategic leadership development. The strong culture of The Three Schools are being disseminated across to others schools as best practice, through Side by Side initiative and ODBE Advisor requests in which SLT and Middle Leaders support other schools on a termly or annual development programme. Through pupil voice and parent feedback (July 2024), it is clear that children feel safe in school and that they are respectful to their environment.
<b><u>Requirement 2 - Risk Assessment</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
A Prevent risk assessment has been undertaken to ascertain the risk of pupils being drawn into terrorism, or supporting extremist ideas that are part of terrorist ideology.	1	PREVENT Risk Assessment Completed - see Three Schools Website.
There is a clear escalation policy about the appropriate time to call the police.	1	School emergency plan in place. Reviewed annually - Clear Flowchart in place (See School Website) with key contacts (Buckinghamshire Council, Thames Valley Police or Oxfordshire Health - emails and phone numbers clearly provided to ensure immediate advice can be sought and reports made.
Prevent risks are explicitly referenced in the School Evaluation Form (SEF).	2	PREVENT training and Safeguarding clearly referenced in SEF and Annual Safeguarding report to Governors and Buckinghamshire Council Safeguarding Team.
The school is alert to local, national and international incidents which may affect the local community. Where appropriate these are discussed with pupils.	1	Weekly staff briefings - Safeguarding agenda ensures all staff receive updates. SLT very clear in sharing information with all staff, Governors and Parents. Staff ensure they share information at an age appropriate level with pupils through PSHE, Newsround and NSPCC workshops.
<b><u>Requirement 3 - Working in Partnership</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school has a good working relationship with safeguarding partnerships in the area, including the Local Safeguarding Children's Partnerships and Police. Partnership working should include as a minimum access to Prevent training, risk assessment and awareness and implementation of developing good practice.	1	Well established Senior Leadership Team in school. Strong links with the local community Police force. Regular attendance at school events - Summer Fayre etc. Safeguarding updates are regular (Buckinghamshire Council Safeguarding Audit tool). Clear and open partnership with the Buckinghamshire MASH team. Through briefings and regular NSPCC (CASPAR briefings) ensure staff are kept up to date with local and national information.
The Designated Safeguarding Lead (DSL) has access to up-to-date risk information about extremism and terrorism (and other important local community risk issues) that may affect pupils (or the school), to enable completion/update of a Prevent risk assessment.	1	Information is emailed regularly through Buckinghamshire Council updates and National updates from NSPCC and through Head Teacher briefings/huddles.
The school's DSL (and any deputies) have access to effective Prevent advice and are aware of local procedures for making a Prevent referral. This is reflected in the school's Safeguarding policy.	1	As above. Child Protection Policy and PREVENT Policy have all this information in and is easily accessed for all DSLs and Deputy DSLs.

<b><u>Requirement 4 – Training</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
Staff are given access to regularly updated Prevent awareness training that gives them the knowledge and confidence to identify those who may be vulnerable to radicalisation, and know what to do when such concerns are identified.	1	Staff training programme and record ensures all staff are up to date with PREVENT, Child Protection, DSL, Safe Recruitment, Managing Allegations and other relevant training - Three Schools Training Record ensures a clear and up to date completion list to ensure any renewals are completed in a timely manner to ensure all staff are fully qualified.
The school's new staff induction programme includes Prevent awareness training which highlights school specific requirements and procedures.	1	Staff induction process has PREVENT section. All staff complete PREVENT on induction and any DSLs or Deputy DSLs completed PREVENT Referral Course (All PREVENT training is completed every 2 years as per guidance).
The impact and effectiveness of the training have been tested and the findings have informed the CPD offer for staff and been recorded in any School Improvement Plan.	2	Additional Staff training for PREVENT via Safesmart will be introduced in Autumn 2 2024 to support regular briefings and updates for all staff.
Safer recruitment training has been carried out by leaders, managers and those responsible for governance.	1	All SLT (DSLs and Deputy DSLs) and Key Governors (Chairs, Vice Chairs and those involved in interviews/HR) have completed Safer Recruitment Training and this is renewed as per guidance.
<b><u>Requirement 5 – Online Safety</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
<b>Leadership</b> Governors, trustees and DSL understand and take responsibility for online safety as outlined in Keeping Children Safe In Education (KCSIE).	1	All staff have completed Safeguarding Network training and undertaken a quiz to confirm they have read and understood KCSIE 2024 and key Child Protection updates in relation to Online Safety - Completed annually. All Governors have completed Child Protection Training and Updates for Governors from National College to ensure all have a clear understanding of the updates of KCSiE 2024 and Online Safety. All staff and Governors will be requested to complete additional Online Safety training on SafeSmart in Autumn 2 2024 to ensure additional updates in terms of responsibilities are clearly understood.
<b>Staff</b> All staff receive appropriate online safety training (including cyber awareness) at induction as well as regular updates to equip them with relevant skills and knowledge of trends and developments.	1	Staff induction checklist covers this. Curriculum covers on-line safety; therefore, all children have this delivered at an age appropriate level. Parental involvement through weekly National Online Safety Updates and Guides ensure all staff, parents, pupils and governors have information responding to current trends and guidance.

<p><b>Filtering and monitoring</b> The school has appropriate filtering and monitoring systems in place and you understand the provider's submission to the UK Safer Internet Centre.</p>	<p>1</p>	<p>To safeguard and promote the welfare of our children, we provide them with a safe environment in which they can learn and flourish, by ensuring that they are not exposed to any online risks associated with using the internet. We have comprehensive filtering and monitoring systems in place for all devices used in school, and regularly review their effectiveness. Parents can be reassured that at The Three Schools we employ the highest quality Filtering and Monitoring systems to mitigate the risks of our children's online safety. The school uses Securly Filter, a cloud-based web filter designed specifically for schools, helping to keep our students safe with powerful features that makes our school safer and staff and parents happier. Securly Filter provides visibility into all online activity, provides downloadable reports, and block inappropriate sites instantly. The Securly Filter Monitoring and Filtering system, employs a continuously updated series of keywords and watchwords to filter the content of the internet from any of the machines within the school system. Although no system is perfect, this has provided the highest quality of control on internet provision in school. All school devices, including Student Laptops, iPads and Staff devices, are part of the school's Securly Filter. The system monitors keyboard entry and reports key words and watch words as they are typed on any child's keyboard. This provides real time and highly effective monitoring of all users on the school system. The Online Safety Co-ordinator (David May) has instant access to the Securly Hub which provides instant reports and up to 90 days of searchable data history. This should provide parents and carers with confidence that their children's experience of the online world is safe and backed up by a broad curriculum of online safety guidance. Children will be asked to explore an increasingly wide range of websites and digital content and will be required to use search engines to develop their skills as a digital citizen - using these systems of filtering and monitoring we feel secure in exploring the online world, giving us opportunities to learn about online risks as we progress through school. Internet safety is a huge part of our school curriculum and we challenge children to think about the key themes of content, contact, conduct and contract which form the four main areas for online safety. We believe that this gives them the best preparation for digital citizenship of the future. We also use the Government recommended online safety review tool 360 Safe, to assess wider online safety policy and practice.</p>
<p><b>Policy and procedure</b></p> <p>The school's approach to online safety is reflected in the child protection and Safeguarding policy and other relevant policies including mobile, social media, smart technology and remote learning.</p>	<p>1</p>	<p>All these policies are published on our school website. Our approach to online safety is reflected in the Child protection policy and other relevant policies including Acceptable Use Policy and Remote learning policies.</p>
<p><b>Parental engagement</b></p> <p>The school proactively engages with parents and carers to help promote online safety principles and reporting at home, including messaging, guidance and safety settings on home systems and these messages are regularly updated.</p>	<p>1</p>	<p>National Online Safety Updates and Guides in School Newsletter updates the entire school community - Pupils, Parents, Governors and Staff. Any current issues are addressed in a proactive approach. The whole school events calendar ensures key events are covered (charities, etc) PREVENT issues in wider society.</p>
<p><b>Curriculum and learning (1/2)</b></p> <p>Online safety is reflected in curriculum planning in line with Teaching Online Safety in Schools and other current guidance including how to share concerns.</p>	<p>1</p>	<p>Long term Whole School Curriculum plan - across all areas of The Three Schools in each curriculum cycle including; Computing, RE, PSHE, History, Geography, Reading, English, Science and Music - Any National or Local updates are reflected in the curriculum through use of resources from the PSHE Association, KAPOW, Knowledge Schools Curriculum or In-House curriculum changes/updates to meet need.</p>
<p><b>Curriculum and learning (2/2)</b> Online safety principles are aligned with British Values and implemented in an age appropriate way to encourage and support pupils to interact online in a respectful and tolerant way.</p>	<p>1</p>	<p>As Above - Long term Whole School Curriculum plan - across all areas of The Three Schools in each curriculum cycle including; Computing, RE, PSHE, History, Geography, Reading, English, Science and Music - Any National or Local updates are reflected in the curriculum through use of resources from the PSHE Association, KAPOW, Knowledge Schools Curriculum or In-House curriculum changes/updates to meet need.</p>

<b><u>Requirement 6 – Safeguarding School Premises</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school has clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.	1	As per the PREVENT and Child Protection Policies any school visitors are vetted and checked prior to any visitors coming into The Three Schools - Office Staff will ensure all visitors have appropriate checks and DBS etc are in place.
There is an effective due diligence process on the use of school premises and facilities by outside agencies and groups.	1	N/A - Schools are not used for any lettings.
The school has effective emergency response strategies in place such as evacuation/lockdown/invacuation. Staff and pupils are familiar with these.	1	All Three Schools have School Emergency Plans which are reviewed annually - All staff and pupils are familiar with the Lockdown, Evacuation and Fire Action Plans - All plans are clearly displayed around each site to ensure all have a reminder and full awareness of procedures. Any visitors are informed of these arrangements and are directed to location of these guides/documents for their own personal safety when on site.
<b><u>Requirement 7 – Building children's resilience to radicalisation</u></b>	<b><u>Score 1 to 4</u></b>	<b><u>Evidence &amp; actions arising from assessment</u></b>
The school effectively prepares pupils for life in modern Britain, developing their understanding of British Values and embedding these within curriculum and the expectations of behaviours of pupils and staff.	1	Throughout the delivery of the Curriculum, Courageous Advocacy Teams (KS1 and KS2), Junior Leadership Team (KS2), House Captains, daily Collective Worship and Behaviour initiatives (Behaviour Tokens, Raffle Tickets (KS1), Housepoints (KS2), HT Tea Parties and Values wristbands) across the Three Schools pupils are prepared for life in modern Britain as they develop their understanding of British Values as well as the Three Schools' Christian Values of Love, Hope, Honesty and Respect which are embedded and developed to ensure these expectations are displayed by staff and pupils at all times.
Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	1	Through our rich and knowledge-based curriculum, collective worship, trips, visits and visitors our pupils engage with views, beliefs and opinions from wider society and cultures that are different from their own - RE, PSHE, History, Reading, English and Geography curriculums ensure this is embedded ad developed. Through use of annual Careers Days and International Days pupils are able to engage with a variety of careers, religions and cultures that are significantly different from their own to enrich and widen their understanding of other beliefs, views and opinions to evaluate and consider their own.
As part of a whole school approach to building resilience to radicalisation, the school provides a safe environment for dialogue about challenging and controversial issue, supporting pupils to understand how they can influence and participate in decision-making.	1	Pupil and parent voice (July 2024) reflects a safe environment for all children and the school community. The Three Schools ensure the school community is aware of how we support pupils in building resilience to radicalisation, we provide a safe environment for dialogue about challenging and controversial issues. Pupils have demonstrated they feel supported to understand how they can influence and participate in decision-making.
The school delivers provision that helps pupils develop skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.	1	PSHE and On-line safety in Computing curriculum ensures pupils are confidently developing skills to critically assess information, supporting them to recognise risks and make safe choices online and offline.